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ABSTRACT

This paper describes a practicum designed to increase the stress management skills of 10 special educators working in a juvenile detention center. Teachers at the juvenile detention center were taking an inordinate amount of sick leave and engaging in behaviors that were counter-productive to their delivery of educational services to detained youth. Evidence of inadequate stress management skills was gathered using surveys. The causes of the stress included such factors as teachers' feelings of lack of accomplishment, effectiveness, and closure. The stress management program was delivered in weekly 30-35 minute inservice sessions over a 32-week period. Activities ranged from instructions for simple releasing exercises, to brainstorming possible stress-reducing changes in their environment, to presentations by a certified fitness instructor, a dietitian, and a massage therapist. The practicum resulted in the correctional educators learning to identify their levels of stress and use strategies to combat or manage stress. Appendices include a self-diagnosis instrument, the Stress Level Inventory, and a form for self-evaluation of stress management skills. (Contains 50 references.) (CR)

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Developing and Implementing a Stress Management Program for Special Educators in a Juvenile Detention Center

by

Joan R. Francis

Cluster 58

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A Practicum II Report Presented to the
Ed.D. Program in Child and Youth Studies
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for the Degree of Doctor of Education

NOVA SOUTHEASTERN UNIVERSITY

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

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12/7/95
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This practicum report was submitted by Joan Raborn Francis under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

12th/96
Date of Final Approval of Report

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ABSTRACT

Planning and Implementing a Stress Management Program for Special Educators in a Juvenile Detention Center. Francis, Joan Raborn, 1995: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. Teacher Inservice Training/Staff Development/Correctional Education/Health Education/Special Education

This practicum was designed to increase the stress management skills of special educators working in a juvenile detention center by implementating a stress management program. Projected outcomes for the practicum included the teachers' being able to recognize stress symptoms, learn new techniques to manage stress, identify personal stress management techniques, and demonstrate observable stress management skills in the work setting.

The program was delivered in weekly 30-45 minute inservice sessions over a 32-week period. Activities ranged from instructions for simple releasing exercises to presentations by a certified fitness instructor, a dietician, and a massage therapist.

Analysis of the data revealed that the special, correctional educators learned to identify their levels of stress and use strategies to combat or manage stress.

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Permission Statement

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December 6, 1995

Joan R Francis

Chapter I

INTRODUCTION

Description of Community

The writer's practicum took place in a juvenile services department of a county governmental agency. The agency is located in a southern suburban community 10 minutes away from a major city.

According to the Jefferson Parish Consortium (1992), minority groups comprise 26% of the population of 448,306. Hispanics, Asian or Pacific Islanders, and American Indians comprise 9% of the population; African-Americans make up 17%.

Family constellations vary within the community. Married couple families number 89,731; female head of house with no husband number 22,509; nonfamily households account for 48,090 of the constellations. The number of householders living alone is 41,468. The average number per household is 2.68; the average number of persons per family is 3.24 (Jefferson Parish Consortium, 1992).

The community economic conditions have changed dramatically over the past eight years. Prior to 1986, high revenues from oil and oil related industries comprised the tax structure. The decline of the oil industry and its ancillary services caused loss of income, reduced income, loss of homes, changes in living arrangements, and in many instances, a mass exodus to areas with better economies.

Incomes vary significantly in the community. According to the Jefferson Parish Consortium (1992), the median income for households is $27,916; for families, $32,446; for non family head of household, $17,204. People living at the poverty level comprise 14.1% of the total population. Those living below the poverty level comprise 11.4%.

Writer's Work Setting and Role

The roots of the agency in which this writer works date back to the 1960's when the Council and voters of the county approved the sale of bonds and a 10-year property millage to build and operate the community's first juvenile detention facility. The facility opened in 1968 with a capacity for 13 boys and 5 girls. As both the overall population and the juvenile crime problem in the county increased, so did the need for additional juvenile services. With only limited funding for new programs through grants, the county again turned to voters for the needed additional resources. In 1981, the voters approved a 10-year, four mill property tax and a four million dollar bond issue for the purpose of expanding and operating the county's program of juvenile services. The new funding enabled the county to expand its full range of juvenile services, including detention, probation, and treatment. The millage was renewed in 1991 for an additional 10 years.

The agency's mission continues to be to safeguard the

public interest of the citizens it serves in the most efficient manner. Careful planning, budgeting, and collaborating with other agencies enables the department to effect its programs for juvenile offenders and their families. A total of $4,631,830 was budgeted for the fiscal year 1994-1995. The most significant collaborating agency is the public school system, which, during the 1993-1994 term, contributed more than $200,000 in salaries and services to the juvenile detention program.

Of the programs provided to juveniles, the detention program is the most expensive. Of the agency's total budget, 52% is devoted to operating the detention facility. It must be open to receive juveniles should they pose a threat to their own safety or the safety of the community. This is determined by the arresting policeman or the probation officer if the juvenile already is on probation. Once the juveniles have been placed in detention, they must appear in juvenile court for a detention hearing within 72 hours to determine the need for continued detention or release. At that time, a dispositional hearing in juvenile court is scheduled.

In 1994, between January and November, 1,661 juveniles were detained. They ranged in age from 10 to 20; the mean age of the juveniles was 14 years, 9 months. The average stay was 11 days.

While the juvenile offenders are in detention, they receive a variety of services. Educational services constitute the oldest organized program in detention. The education component began with two teachers and assistants, who were supplied by the local public school system. As the detention facility's physical plant was expanded to house 55 juveniles, so was the space for education. The number of teachers increased to five, as did the number of assistants.

The writer's major role in the agency is the supervision of the education program in the detention center. This supervisory position entails planning curricula, evaluating staff in accordance with school system guidelines, and serving as the liaison between the juvenile services department and the public school system. The union contract under which the teaching staff work must be adhered to; the agency's policies must be followed.

The public school system collaborates with the juvenile justice system to ensure an appropriate education for the juvenile detainees. The education program is approved by the state department of education. The students receive full credit for work they complete while they are in detention.

The juveniles receive homebound services delivered by special educators. The state office of education defines homebound services as services to those children who are not able to be served in the regular schools. These services

normally are afforded to children who are suffering from some kind of physical illness or those special education students who cannot be maintained in the classroom setting.

Homebound services usually are limited to 5 hours per week, with the sessions being 2.5 hours twice weekly. The instructor may see the student in a public building such as a library or in the student's home. In the detention center, the teaching staff works a regular school schedule.

The five teachers are state certified to work with children with mild or moderate handicapping conditions or those children with emotional and/or behavioral disorders. The five teacher assistants need no special certification, but they must meet standards established by the public school system. They complete a special program provided by the school system and are evaluated every three years.

An itinerant Artist in Education from the public school system works with the juvenile detainees one day weekly. The artist is funded under the Chapter 1 Neglected and Delinquent Children umbrella. An artist may be a visual, music, or dance specialist.

In addition to the education program provided by the local school system, other education programs are conducted on a rotating bi-weekly basis. Law related education is presented by visiting attorneys; health education is delivered by local hospitals educators; and substance education is taught by the Committee on Alcohol and

Substance Abuse (CADA) counselors. The substance education program sometimes is presented at night to several pods of juvenile offenders.

Chapter 2

STUDY OF THE PROBLEM

Problem Description

Both research and personal data detailed the problem of stress burnout syndrome among personnel working in correctional settings and in special education settings. A major problem existing in the writer's setting was that special educators were exhibiting behavior counter productive to their delivery of educational services to detained youth. They were taking an inordinate amount of sick leave. They were also engaging in petty bickering among themselves and detention personnel.

The problem appeared to be that some of the teaching staff were suffering from burnout stress syndrome or were close to that point.

Problem Documentation

Data collected suggested burnout stress among some of the teaching staff. (Note: The words educator(s) and teacher(s) will refer to both teachers and teacher assistants throughout the report). When teachers took the Self-Diagnosis Instrument (Pines & Aronson, 1988; see Table 1), four teachers' stress level scores were between 3 and 4, five teachers' stress level scores were between 2 and 3, and one teacher's stress level was 1.7.

Table 1

Teacher Scores on the Self-Diagnosis Instrument in November, 1994

1 Never	2 Once in while	3 Rarely	4 Sometimes	5 Often	6 Usually	7 Always

Item	Teacher ID#	10	15	20	25	30	35	40	45	50	55
Being tired.		2	2	4	4	6	4	4	5	3	6
Feeling depressed.		2	2	2	3	4	3	4	4	2	4
Having a good day.		5	5	6	6	4	7	5	4	5	2
Physically exhausted.		3	4	4	1	5	4	5	4	3	5
Emotionally exhausted.		2	4	3	1	3	1	4	4	2	3
Being happy.		5	4	6	6	6	5	4	4	6	4
Being "wiped out."		2	3	4	1	3	3	2	4	2	4
Can't take it anymore.		1	1	1	1	1	1	2	2	1	1
Being unhappy.		2	4	2	1	2	1	2	4	2	2
Feeling run-down.		3	3	4	2	5	4	2	4	2	5
Feeling trapped.		1	2	1	1	2	2	3	3	2	1
Feeling worthless.		1	2	1	1	1	1	3	2	1	1
Being weary.		3	3	2	1	3	3	2	4	2	4
Being troubled.		1	3	2	2	2	1	2	3	2	2
Disillusioned.		2	2	1	1	2	1	2	2	1	1
Weak, susceptible.		1	3	3	2	1	4	2	2	2	4
Feeling hopeless.		1	2	2	1	1	1	2	2	1	1
Feeling rejected.		3	3	1	1	2	1	2	2	1	4
Feeling optimistic.		6	5	6	6	3	6	2	3	4	4
Feeling energetic.		4	4	5	6	3	3	2	3	5	4
Feeling anxious.		1	4	4	3	4	3	2	4	2	2
Scores:		2.0	2.9	2.4	1.7	3.0	2.3	3.0	3.5	2.0	3.2

Computation of Score: Add the values you wrote next to following items: 1,2,4,5,7,8,10,11,12,13,14,15,16,17,18,21(A)___.

Add the values you wrote next to the following items: 3,6,19,20(B)___. Subtract (B) from 32(C)___. Add A and C(D)___. Divide D by 21___.

CREDIT: CAREER BURNOUT by Ayala Pines and Elliot Aronson. Copyright c 1988 by Ayala Pines and Elliot Aronson. Reprinted with permission of The Free Press, a Division of Simon & Schuster.

According to Pines and Aronson (1988), if the score is between 2 and 3, the participant is managing stress appropriately and doing well. If the score is between 3 and 4, the person is warned to examine his or her life and work, evaluate priorities, and consider making changes. If the person's score is 4 or higher, the person is felt to be experiencing burnout to the degree that mandatory attention must be given to the problem. A score of higher than 5 suggests the person is suffering acute burnout stress syndrome and is in need of immediate help.

An item analysis of the rankings showed which stress symptoms were ranked highest by the teaching staff. Those were: being tired, physically exhausted, feeling run down, feeling depressed, feeling anxious, and being "wiped out." Teachers ranked high the stress management techniques of: being happy, having a good day, feeling optimistic, and feeling energetic. Table 2 shows the item values on the Self-Diagnosis Instrument. Each item was given a rank of 1 (lowest) to 7 (highest). Based on 10 teachers' responses, a total of 63 points was possible. Items # 3, 6, 19, and 20 were positive traits or feelings and suggestive of good stress management techniques. The remaining items were items on which higher scores would suggest the need for better stress management.

Table 2

Item Values of Self-Diagnostic Instrument

	Item	Value		Item	Value
1.	Being tired	40	12.	Feeling worthless	14
2.	Feeling depressed	30	13.	Being weary	27
3.	Having good day	49	14.	Being troubled	20
4.	Physically exhausted	38	15.	Disillusioned	15
5.	Emotionally exhausted	27	16.	Weak, susceptible	24
6.	Being happy	50	17.	Feeling hopeless	14
7.	Being "wiped out"	28	18.	Feeling rejected	20
8.	Can't take it anymore	12	19.	Feeling optimistic	45
9.	Being unhappy	22	20.	Feeling energetic	39
10.	Feeling run-down	34	21.	Feeling anxious	29
11.	Feeling trapped	18			

On a pretest inventory addressing conditions existing in the work setting (see Table 3), 7 of the 10 educators scored between 2.5 and 3.1. Six of the teaching staff assigned the rank of 5 (highest) to some items. Eight assigned ranks of 4 to other items.

Scores were calculated by averaging the value of items 1,3,4,10,11,12 (A) conditions over which staff has little to no control; averaging the values of items 2,5,6,7,8,9,13,14, 15,16,17,18 (B) conditions over which staff may have some control; averaging the value of A and B (C). This writer believed that a "C" score approaching 3.0 was significant.

Table 3

Teacher Rankings on Stress level Inventory, 11/94 (see Appendix B)

Scale: 1 (lowest) to 5 (highest)											Total Value (t)
Item Teacher ID #	10	15	20	25	30	35	40	45	50	55	t
One classroom door	2	1	1	1	3	2	1	3	4	2	40
No radio in room	5	5	3	1	3	3	2	2	2	1	27
Small classroom	1	2	1	1	1	2	1	4	1	2	16
Large students	1	4	2	2	2	1	3	2	2	3	22
Knowing nothing of new students	1	1	3	2	3	2	3	1	1	3	20
Knowing much of new students	1	1	3	2	1	2	1	2	1	1	15
Students with wounds	2	1	5	2	5	2	3	5	3	1	29
Students from lockdown	2	1	3	2	5	1	3	3	2	3	25
Students'cursing	1	4	3	1	3	2	3	4	3	4	28
Student fights	1	4	4	2	5	2	4	5	3	3	33
Alone with students	1	1	1	1	1	1	1	4	2	2	15
Watching students walking in hall	1	3	1	1	1	1	1	2	3	4	18
TV news of students	1	1	2	2	1	3	3	3	2	3	21
Student revocations	5	5	4	3	5	4	2	3	3	5	39
LTI students	5	5	4	3	5	4	3	4	4	5	42
"High" students	5	5	4	1	5	3	4	2	4	4	37
Suicidal potential	4	4	3	3	5	3	3	2	3	1	31
Teen gangs	4	4	3	2	5	3	2	3	2	5	33
Scores:	2.0	2.8	2.5	1.7	3.0	2.0	2.7	3.1	2.5	2.9	

As shown in Table 3, some teachers gave highest ranks to: having no radio/walkie talkie in the classroom, receiving students with wounds, receiving students from lockdown

(refers to the juvenile's being locked in his room within his pod or area) without knowing the reason for lockdown, having students fight in the classroom, having students in the classroom on the morning of court when their revocation is anticipated (refers to the court revoking a child's probation and remanding him or her to the state correctional institute), having students in class on the morning they are being sent to the state institute, getting students who appear "high", wondering if a student is suicidal, and discovering teens from different gangs in the same class/pod (students are assigned to classes by their pods). Item values were calculated. An item could receive 50 points, based on 10 teachers' rankings. When the item values were reviewed, those conditions most stressful in the work setting were: LTI students, student revocations, "high" students, and student fights.

Further evidence of inadequate stress management skills was gathered by using a pretest survey (see Appendix C). Six of the 10 teachers were able to identify only 2 effective stress management skills they employed; four teachers identified 3 skills.

During the first 8 months of school during the 1993-1994 school term, teaching staff amassed 78 days of sick leave. Each teacher is allotted 10 days of annual sick leave, two of which may be used as personal leave. Teachers experienced a variety of illnesses including flu, bad colds,

diarrhea, nausea, headaches, pleurisy, and sinus congestion. Teachers stated they felt they must stay home to treat these illnesses.

In addition to the teachers' total 78 days of regular sick leave, one teacher who needed surgery, took an extended sick leave. Her leave lasted for a period of 8 weeks. A substitute was hired to work with the teacher assistant.

Toward the end of the regular school term of 1993-1994, one teacher who had worked with an assistant for three years stated that she did not think she could work with this assistant another year. The teacher, in a meeting with the assistant and this writer, declared the assistant incompetent.

Causative Analysis

Possible causes of the problem of burnout stress syndrome among teaching staff varied. Each of the causes was important in analyzing the source of stress. The physical setting was considered as a possible, major stress source. The education wing of the detention center is located to the rear of the complex. The teachers enter the front door by being buzzed in by the receptionist. The teachers then must unlock four doors before they reach the classroom. The teachers have a separate key for the classroom. Each key must be in the teacher's possession at all times; it must be guarded conscientiously.

The classrooms are large; however, movement space is

limited. The rooms are crowded with furniture and materials of instruction. There are 11 student desks (most of them large), teachers' desks, and 2 computer stations. Instructional materials include texts, workbooks, programmed materials, computer disks, newspapers, and boxes of files with individual lessons.

Each classroom has only one door. Counselors are stationed outside the classroom. Teachers have expressed concern over the possibility of students' barring or barricading the door and holding them hostage so the counselors cannot get in.

The teaching staff had only one radio (walkie-talkie) to serve the five classrooms, the computer lab, and the art room. This radio was kept in the classroom closest to the center of the education complex. One telephone is located in a storage closet, and another is in the hall outside the computer laboratory.

Some juveniles are detained for very serious offenses including murder, rape, armed robbery, aggravated assault, and drug distribution. All of these charges warrant sentencing to the state correctional institute. For these very serious offenses, the juveniles may be given juvenile life sentences (correctional institute until they are 21 years old).

During the first 11 months of 1994, 200 juveniles had been committed to the correctional institute. Some of these

juveniles had told staff that they felt they had nothing to lose by committing other offenses while they were detained. Precautions were taken with these detainees. Their backgrounds were checked very closely. The arrest records were studied carefully in a effort to prevent their being in the same group or pod with someone from a different gang.

All educators have much paperwork; however, in a correctional setting, this paperwork is greater. The teachers must keep accurate records of every student who was detained even one day during the year. The detainees report to an assigned classroom on their first day of detention. They may go to court that same first day. Once they go to court, they may be released to the custody of their parents, or they may be returned to the classroom. No matter what the length of stay, the detainee's attendance must be counted because the agency receives funding based on the number of students who receive educational services.

Other paperwork includes writing individualized education programs for all juveniles. This means that the students must be tested for functioning levels the day they report to class for the first time. The teacher then selects the appropriate materials for the students, and the students' plans are formulated. Plans sometimes are difficult to carry out because of the many interruptions.

Detention teachers realize that interruptions are necessary; however, they are disconcerting. Classes are

disturbed when students go to court, when they are evaluated, when they meet with their attorneys, when the students meet with their social workers or psychiatrists, and when the students are sent to the state correctional institute. Teachers learn to work with the students when they have them in the classroom.

The teachers voiced other problems associated with working with juvenile offenders. They felt helpless when some students verbalized that they probably would be killed on the streets. Other students expressed no remorse over the heinous crimes they had committed. They stated that the victims deserved what they got. These students admitted that they would repeat the act. Teachers again felt helpless to effect any change in the student's behavior.

These special educators are trained to work with students with special needs. In the community schools, however, there were not the vast numbers of students with such a myriad of problems as exist in the detention center. Many of these students have histories of physical, emotional and/or sexual abuse. In addition, some of the students have been in special education classes for many years.

Teachers stated other stressful aspects of working in a detention center with juvenile offenders. There was the feeling of lack of accomplishment. Teachers felt like failures when a student whom they had counseled about staying out of trouble once they were released returned to

detention on a new charge. During 1994, there were 742 first admits to detention; there were 919 previous admits (Year to date statistics 1994, January through November).

Another contributor to teacher stress is the short stay of most of the detainees. The teachers usually do not have a student long enough to ascertain whether the individualized education program they have written is effective in meeting the student's needs. The teachers admitted to feeling a lack of closure because they never know when the student will be released or when s/he will return.

In summary, possible causes of the problem of burnout stress syndrome among teaching staff included: 1) the detention center's physical plant; 2) placement of the detention center's ancillary staff; 3) the severity of client offenses; 4) the paperwork involved; 5) the interruptions; 6) the myriad of problems of the juveniles; 7) the short stay of most of the juveniles; and 8) the teachers' feelings of lack of accomplishment, effectiveness and closure.

Relationship of the Problem to the Literature

A review of the literature clarified the meaning of stress and verified the stressful conditions associated with working within a correctional facility. The dictionary (Flexner, 1987) defined stress as "a specific response by the body to a stimulus, as fear or pain, that disturbs or

interferes with the normal physiological equilibrium of an organism...physical, mental, or emotional strain or tension" (p. 1882). Klarreich (1988) felt that stress was due to some kind of physiological or psychological response to possible threats to an individual. Gehring (1993), as a correctional educator, preferred Keen's perception of stress as being a philosophical problem, or how a person views the world. Mueller (1993) suggested that stress equated to teaching. Most of the other literature focused on the same kinds of definitions of stress and what causes it.

Being transported back to the time of the cave dweller by Nathan, Staats, and Rosch (1989) provided the most easily understood definition of stress, however. They described a caveman sitting outside his cave enjoying the day and suddenly spotting the shadow of a saber-toothed tiger. The writers then described the caveman's physiological reactions to the shadow of the tiger: the quickened breathing, the racing heart, the elevation of the blood pressure, the blood's draining from the hands and feet into the thighs and shoulders, the nervous stomach, the perspiration, and the muscles tensing. The reactions cause oxygen and nutrients to be taken to the large muscles and the brain for a spurt of energy and alertness. The body has prepared itself for quick action.

Today, the saber-toothed tiger may be the shadow of impatient supervisors, angry co-workers, behavior disordered

students, endless paperwork, and unsafe working conditions. Freudenberger and North (1985) described this saber-toothed tiger as the fear of losing a job or encountering someone who looks threatening. Dedrick and Raschke (1990) likened the shadows to the particular pressures special educators feel. Gordon (1990) found that today's shadows may be due to all of the things one sees in the daily news: crime, cutbacks/downsizing, isolation and loneliness.

Schlossberg (1989) discussed transitional stresses. He described those as being (a) the conscious choices people elect to make; (b) something unexpected happening to surprise people; (c) an expected event's not happening, i.e., a promotion; (d) waiting for something to happen; i.e., getting married, divorced, etc; (e) people not being able to remember when something started; i.e., gaining weight, getting bored, etc.; (f) and combinations of transitions which knock you off your feet.

Stress, of itself, is not all bad or good. Should the stressor appear too often, and the stress response is repeated too often, a person's health can be affected Nathan, Staats. & Rosch (1989). Miller (1979) suggested that when a person's level of stress is high enough to cause harmful effects on the body, that person suffers from a form of distress.

Eliot and Breo (1984) related that early warning signs of stress are manifested emotionally, behaviorally, and

physically. Emotional signs include apathy, anxiety, irritability, mental fatigue, and over compensation. Pullis (1992) found that teachers of the behaviorally disordered reported feeling emotionally drained, completely frustrated, and irritable. The teachers acknowledged that they also carried these feelings home. Cessna and Borock (1993) attributed this frustration and emotional exhaustion to special educators' feelings that all they did was discipline students; they did not have time to teach.

Behavioral signs are demonstrated in different ways, according to Eliot and Breo (1984). One person may stay to herself, distance herself from others, and avoid things. One may become garrulous and lash out at fellow workers and students. Another may do things to extremes such as gamble, go on spending sprees, and use alcohol and other substances. Some people experience legal problems as an outgrowth or result of some of these behavioral manifestations of stress.

In the workplace, the stressed employee may arrive late to work or absent himself from work (Toomey & Connor, 1988). Dedrick and Raschke (1990) reported that special education teachers' absenting themselves from school affected the way the school could be run. They cited behavior disordered students' acting-out and the substitute's being unable to discipline them. This disrupted the school schedule. This effect is even more pronounced in a correctional facility

when staffing patterns must be changed to accommodate an absent teacher (Rivarde Staff, 1994). Frequently, behavioral signs, such as absences and avoidance, may signal other symptoms of stress.

The physical signs of stress are varied. According to Eliot and Breo (1984), some people tap their feet, drum their fingers, grind their teeth, develop rashes, lose or gain weight, and experience their heart pounding. Other people exhibit symptoms such as upset stomach accompanied by pain, diarrhea, and nausea. Severe headaches may immobilize one person. Another may experience fatigue without any exertion. Others may wake up in the middle of the night and not be able to go back to sleep. Most signs of stress are universal; however, some sources of stress are difficult to categorize and may apply to particular populations.

Correctional educators feel some stress that educators in an unlocked facility do not experience. Arbenz (1994) suggested that education in prison is secondary to the institution's security. Teachers have been taught to believe that education should be foremost. Thus, a conflict exists. Teachers ordinarily are not prepared to address measures of security in an educational setting. Their teacher training does not include correctional education methods which address very different problems. McIntyre (1993) suggested this may be attributed partly to some people's feelings that juvenile offenders lose their rights

when they commit a crime. These same people hold that the offenders do not deserve the same educational opportunities as those who do not break the law.

Correctional educators learn that in a detention center, the teacher walks behind the group. (Rivarde Staff, 1994). Groups walk in single file. They must be silent in detention (Cellini, 1994). All of these rules are a direct contradiction to the methods the teachers employed in less restrictive environments. Other differences in methods and training also exist.

Teachers have been trained to hold students responsible for supplying their own materials. Correctional educators learn (on the job) that pencils and pens can become weapons. All supplies are counted upon issue and when they are collected after class. Supplies are kept locked (Rivarde Staff, 1994). Teachers begin questioning the effectiveness of their teacher training as it relates to their real situation.

Gehring (1988) reported that a correctional institution creates an environment which is unequivocally opposed to learning. Most educators are life-long learners. They are accustomed to providing an atmosphere conducive to learning. They believe in a good school climate. Correctional educators find students who profess no interest in learning or in helping others learn. These educators know, however, that they must work with the students they receive

(Kersting, 1994).

Dedrick and Raschke (1990) differentiated among the special educators. They stated that, as a group, special educators are those professionals who have been trained to work with students with handicapping conditions. There are considerable differences among the handicapping conditions, however. Special educators are affected by those differences. Although special educators are trained to work with children with handicapping conditions, they have received no special training to work with the large, fluid population of a detention center.

In some community school settings, the special educators sometimes did not get a student's Individualized Education Plan (IEP) written in 10 days. In contrast, in detention, they work with students whose average length of stay is 11 days. Sometimes, even names of students are difficult to remember with such a turnover. Programs are hard to plan; designing the student's social or behavioral goals poses a big problem; the IEP is difficult to effect.

Franklin and Platt (1994) related that correctional educators must work with students who were not able to exhibit even the minimum standards of socially acceptable behavior in the community. Detained juveniles often have been totally out of control in their homes and communities. They have done what they pleased at home and in the community. The juveniles have been the parents in the

homes.

Most of the detainees have little respect for their parents or any other authority figures. Many have kept their parents prisoners in their own homes. Landrum (1992) stated that sometimes these students who have become so adept at provoking fear in their own mothers, may use these same skills to victimize teachers. Winthrow (1994) stated that many offenders hold that the concept of victimization is only when they are the victims; they see no other victims.

In detention, teachers must ensure that social interaction is confined to physical education. Detainees are expected to move from place to place only under supervision (Rivarde Staff, 1994). The students even go to the cafeteria by pods or class. Correctional educators reported that they did not feel like teachers; they felt like policemen (Cessna and Borock, 1993).

A disproportionate number of students in a correctional facility have handicapping conditions, according to Franklin and Platt (1994). A very large percentage of the detainees in the writer's work setting have qualified for special education services prior to their admittance. McIntyre (1993) stated that in addition to many juvenile offenders' having academic problems, they also have limited social skills. The juveniles have exhibited these poor social skills in their encounters with policemen. This lack of

social skills, coupled with their antisocial behaviors, handicap the juveniles even further.

Rider-Hankins (1992) discussed Reagen and Stoughten's concept of the educator's role in a correctional facility. They argued that the sole purpose of corrections is to hold and control an offender. On the other hand, the purpose of education is to promote growth and self-realization in a free environment. Correctional educators "must, at the minimum, maintain an island of sanity in a storm of psychosis" (p. 7). Rider-Hankins (1992) also found correctional educators to be a group of dedicated teachers who are frustrated and burned-out.

In summary, burnout stress syndrome is not confined to any one group of people (Toomey & Connor, 1988). Stressed employees in any setting may exhibit the same kinds of psychological and physical symptoms which result in decreased performance. Illnesses and ailments often are accompanied by general malaise, according to Dedrick and Raschke (1990). Suspiciousness bordering on paranoia may be exhibited by those experiencing extreme levels of stress (Toomey & Connor, 1988). Dedrick and Raschke (1990), as well as Toomey and Connor (1988) found that those people exhibiting a high level of stress may pose a danger to themselves and to their co-workers or students. Special educators in a correctional facility are subject to additional stress which must be managed if they are to

remain productive.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The writer proposed a goal and outcomes in response to correctional educators' demonstrating ineffective stress management skills to a degree suggestive of burnout stress syndrome. The following goal was projected for this practicum: The special educators in the detention center will manage stress effectively.

Expected Outcomes

The following outcomes were projected for this practicum:

1. Four of the 10 teachers who acknowledged a significant number of stress symptoms will reduce their pretest scores of 3 through 4 to posttest scores of 2 through 3 on the same instrument.

2. Five of the 7 teachers who acknowledged a significant degree of stress arising from conditions in the work setting will reduce their pretest scores by .5 on posttesting with the same instrument.

3. Six of the 10 teachers will show an increase in their knowledge of healthy stress management skills by identifying 3 more skills on post program surveys than they did on pre program surveys.

4. Six of the 10 teachers will demonstrate stress

management techniques to which they have been introduced during the practicum.

Measurement of Outcomes

Behavioral outcomes for this practicum were measured with both writer-designed and commercial instruments used as pre and post tests. The writer tried to maximize the chance of eliciting honest responses from the teachers by asking them to pick from an envelope an identification number from 10 to 55. The number was used on all instruments during the practicum.

The first outcome was for 4 of the 10 teachers who acknowledged a significant number of stress symptoms to reduce their pretest scores of 3 to 4 to a posttest score of 2 to 3. The Self-Diagnosis Instrument (see Appendix A) was used for pre and posttesting. In each instance, teachers were asked to complete the instrument and leave it in a folder in the library. Results of both were compared and tabulated. Pretest item values were compared with posttest item values to show which stress symptoms were still troublesome.

The second outcome was that 5 of the 7 staff members who acknowledged a significant degree of stress arising from conditions in the work setting (see Appendix B) would reduce their pretest scores by .5 on posttesting with the same instrument. The procedures used with the first instrument were utilized with this measure. The results of the pre and

tabulated. Pre and posttest item values were compared to determine which conditions in the work setting were still prevalent and which had been addressed. A comparison table was completed.

The third outcome was that 6 of the 10 teachers would show an increase in their knowledge of healthy stress management skills by identifying 3 more skills on the post program survey than they did on the same survey used as a pretest (see Appendix C). Surveys were read and compared; results were compiled and recorded.

Outcome four was that 6 of the 10 teachers would demonstrate stress management techniques to which they had been introduced during the practicum. Teachers voluntarily led a stress management activity during an inservice meeting. In addition, classroom observations were conducted to determine whether teachers were practicing observable stress management skills. The writer observed such things as: teacher grooming and attire, teacher demeanor (smiling, pleasant voice, etc.), and teacher interactions with students.

Chapter IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

A review of the literature revealed possible solutions to the problem of burnout stress syndrome. Schlossberg (1989) suggested that effective stress management skills can be learned. Gordon (1990) agreed that acquiring stress management skills is possible. He noted that a good stress management program is based on four major premises: 1) Stress management is possible. 2) People can make changes in the way they respond to stress. 3) The changes people make in all aspects of their lives can help reduce stress and bring positive changes. 4) The body's systems which are affected by stress can be consciously controlled.

Learning to recognize what things create distress is essential to managing stress; this can be done, according to Ford (1989). Once people find the sources of distress, they can learn to make choices between those which promote stress and those which reduce stress (Nathan, Staats, & Rosch, 1987). After people learn the sources of stress, they must learn how to cope or confront the stress.

Eliot and Breo (1984) suggested that anyone can learn coping skills. They contended that people must learn to listen to their body. They must prepare for change so that change will not cause stress. In addition, people need to manage their time and work with others. Nathan, Staats, and

Rosch (1987) challenged people to practice making the best choices until they become almost automatic. They cautioned that the process is slow because the choices still must be made one at a time.

Schlossberg (1989) described three kinds of coping strategies. Some coping strategies change the situation; some change the situation's meaning; some help a person relax. A teacher may change the situation by transferring to a different school or moving to another class; however, this teacher may have the same kinds of problems in a different situation. Changing the situation's meaning involves changing your view of the workplace when you know you cannot make it better (Faelten & Diamond, 1988). Learning to relax means developing the ability to respond to your body signals effectively.

One of the most frequently recommended strategies in learning to manage stress is a strong social network to turn to when stressful situations arise. Faelten and Diamond (1988) suggested making a list of up to 20 people you feel you could turn to before stressful situations arise. Miller (1979) provided the composition of an effective support system as: (a) people to whom we can turn who fully accept us as we are, (b) people who will play the devil's advocate and help us examine issues and name our problems; and (c) people who will force us to face our problems.

According to McConaghy (1992), teachers must be given

more support if they are to remain productive. Billingsley, Bodkins, and Hendricks (1993) cited research revealing what teachers desired of their administrators. They indicated that they wanted someone to listen to their problems; maintain an open line of communication, acknowledge their efforts; promote a healthy school climate; and last, but most important, offer them emotional support.

One way to recognize the teacher's contributions is by holding an administrative conference with the teacher to acknowledge some contribution or praiseworthy work. This is a formal procedure; an account of the meeting is written and sent to the school board's personnel office to go into the teacher's file. A copy is given to the teacher, and a copy is put into the teacher's school-based personnel files, in accordance with guidelines established in the Personnel Evaluation Manual (1994). The teacher then is recognized at the weekly inservice meeting.

Another form of recognition for teachers is to submit their noteworthy endeavors or contributions to the school system's weekly newsletter It's Tuesday (Jefferson Parish School Board, 1987). This newsletter reaches every teacher in the system. This recognition could boost self-esteem and stimulate communication among the system's teachers.

The supervisor must be careful to communicate concern for each teacher. The supervisor must create procedures to ensure fairness to the whole staff (Bardwick, 1991). Making

sure that all teachers receive the same number of visits to classrooms, that all have a chance to share at meetings, and that all teachers receive timely feedback are some of the ways the supervisor can ensure fairness to all.

Verstraete (1994) asserted that a creative supervisor can encourage the worker to understand that although some things in the work place cannot change, the worker still can be effective and work toward the betterment of the organization. Mueller (1993) also emphasized that sometimes teachers are in situations that are stressful and which they cannot control. Such a situation may create distress for them. A good supervisor can lead teachers to examine the stressful things in the setting which may be subject to change. Then, the teachers and supervisor can design a plan of action to address these things.

Another suggestion for stress management is a supervisor's helping teachers learn to leave their work and its problems in the work setting. This is difficult for some teachers to do. To those teachers, Dyer (1995) recommended setting aside a particular time to worry about problems. Dyer promised positive results if people are willing to take the time to practice until the skill becomes automatic.

A supervisor can encourage the teachers to maintain an open line of communication with others who are concerned about the work setting and the clientele (Personnel

Department, 1989). This may mean conferencing with the social worker or a counselor to discuss a particular's child problems. It may mean discussing needed physical setting changes with the detention supervisor or assistants.

At the least, the supervisor must stimulate teachers to develop a plan to grow professionally. (Personnel Department, 1989). Teachers must not remain stagnant; they must try new methods and materials of instruction (Burns-Stowers, 1994). A creative supervisor can help staff set high standards of performance needed for maintaining an atmosphere of safety and humaneness (Bikle & Rice, 1994).

Other kinds of support are needed by special correctional educators. Arbenz (1984) reasoned that correctional educators can be given information and assistance to combat their feelings of stress. McIntyre (1993) reported survey results of correctional educators. These educators believed it was important for correctional educators to be well versed in the workings of the justice system and correctional institutions. They felt they needed to understand the service delivery systems. They stressed the importance of knowing which agencies provided support and how they could network with other educators. The educators also indicated the need to learn to defend themselves.

Cornelius (1993) recommended anger management for workers in corrections. He suggested that one of the

effects of stress in corrections is anger. Staff get angry with offenders and then with themselves for getting angry with the offenders. In studies Cornelius (1989) found that all too often corrections professionals dwell on the stressors that anger them. Teachers need to understand that anger is a "fight" response to stress. Clymer (1993) stressed that this anger, when directed to offenders, "helps keep them imprisoned" (p. 28). Eisenman (1993) stated that these angry people believe that the offenders do not deserve respectful attention. They deserve to be treated like prisoners.

Teachers also need to understand that being passive and trying to please others without meeting their own needs may become an "inward flight from a situation" (Nathan, Staats, & Rosch, 1987, p. 168). They suggested that teachers can learn to be assertive and question dictated practices that are stress provoking. Teachers can learn to say no when unreasonable demands are placed on them. How to Say No Without Feeling Guilty offers suggestions about going about this stress reducing activity.

The techniques of anger management and learning to say no are covered in Winthrow's (1994) recommendation of "cognitive restructuring" (p. 112) not only for offenders but also for correctional staff. He contended that what people think controls what they do. Winthrow asserted that people are capable of learning to examine objectively their

thinking and restructure it.

Another way teachers can manage stress is by learning conflict resolution skills, according to Dedrick and Raschke (1990). The principles of conflict resolution are based on some basic elements which include: (a) Separating the people from the problem; (b) Focusing on interests--not positions; (c) Selecting an option which equally balances the gives and takes for each party; and (d) Basing the results on objective criteria. Conflict resolution skills can be used effectively with both staff and with students in a correctional education setting.

Other kinds of specialized training may be necessary for special correctional educators. Training in crisis prevention and intervention can be offered. Such training will make teachers feel more secure in the knowledge that they are capable of handling situations which may arise in the detention center. This kind of training is mandated for detention staff, but the school system does not provide any such training to its employees.

Gordon (1990) found that relaxation therapies have proved useful in reducing stress and its resultant illnesses. Relaxation therapy is a person's learning how to read and change the body's signals by using tension and relaxation of muscles. Meditation and positive mental imaging are examples of relaxation therapies. Another relaxation therapy is physical massage. Gordon (1990)

asserted that a trained masseuse can transform an "uptight knotty body into a completely relaxed puddle of pure bliss" (p. 24).

Positive mental imaging (Gordon, 1990) involves a person seeing himself/herself only in a positive light. No negative thoughts are entertained. Guided imagery involves leading people to imagine themselves in other places, doing other things, and experiencing other feelings (Personnel Department, 1989).

Mindful meditation, according to Sarasua (1994), is accomplished when a person mentally clears his mind and just lives in the here and now. Dyer (1995) calls this going from "no where to now here." This kind of mindful meditation may prepare people to plan additional strategies involving only themselves. Walking, swinging, or rocking may be the setting for such mindful meditation.

Nathan, Staats, and Rosch (1987) suggested that people build a "psychological security box" (p. 149). People review their lives for mental pictures of people, places, and times that were meaningful to them. They then place these images in the imaginary box and mentally index them. They draw from the box as a stressful situation arises for which they need help. This strategy demands no special time or place.

Some people may engage in relaxation therapy. Eliot and Breo (1984), however, found that many people who need

relaxation therapy the most are the most resistant. They say they do not have the time or money to waste on something they consider frivolous. McConaghy (1992) found the same pattern among teachers he studied. Teachers felt that admitting the need for stress reduction activities was a sign of weakness.

People who would not consider relaxation therapy involving a therapist or a provider may consider simple stress reduction techniques such as those Sarasua (1994) recommended. Simple head movements (back and forth; up and down) often are given names and prove fun to use. Many of the releasing activities require little space and may be used in many settings. Modeling clay, punching bags, nerf bats, and pipe insulation cut into various lengths all provide safe, inexpensive mediums to release stress. Another effective, no-cost stress reliever is deep breathing, according to Nathan, Staats and Rosch (1987), Faelten and Diamond (1988) and Sarasua (1994). These practitioners found that giving exercises funny names helps people smile and remember the exercises. Nathan, Staats, and Rosch described "belly breathing" (p. 79). Sarasua (1994) described the "Breath-of-Joy or Breath of Buddha."

When a person engages in these deep breathing exercises, it is important that the exercises be done correctly. One must remember to expand the stomach (belly) like a Buddha as s/he inhales through the nose. Then, to

control how fast the air is exhaled, the person purses the lips and slowly lets the air out. When people are under stress, sometimes they breathe incorrectly. Instead of breathing from their stomachs, they take rapid, shallow breaths from their middle chests. Research suggests this rapid, shallow breathing can lead to high blood pressure (Nathan, Staats, & Rosch, 1987).

According to Slaby (1988), a person may release anger or other pent-up feelings by writing the feelings and possible responses to stressful situations. Faelten and Diamond (1988) called this "yelling on paper" (p. 261). Some people must ventilate their feelings even when nothing can be done. This gives them an opportunity to do something about a situation. The writer is encouraged to tear up and throw away the writing. This final act provides closure for the person involved (Slaby, 1988).

Another activity, self-talk, as Nathan, Staats, and Rosch (1987) explained it, refers to thought. A person creates it; a person can replace negative self-talk with positive, pleasant self-talk. This self-talk also can be a used to compliment self and increase self-esteem, according to the Personnel Department (1989).

Osborne (1992) stated that people must not hold themselves responsible for every thing that happens to them; however, they should be responsible for considering options. This forces people to clarify their self expectations.

People need to examine things they want to accomplish and discard those over which they have no control, according to Ford (1989). They make a list of specific things they wish to accomplish, complete a task analysis of each, and determine which things are attainable. Then they decide which things they want to pursue, abandon, or postpone within a given time frame.

Learning to manage time, according to Klarreich (1988), is a big factor in stress management. Time management involves learning to establish a routine within a given time frame. Time management requires discipline; some people find it too stressful. Time management principles are valuable only if a person is prepared to use them reasonably.

Scott (1994) cited effective steps toward better time management. Among them were: prioritizing; making lists and assigning a certain amount of time for each task; eliminating unimportant activities; getting closure on activities (not wishing you had done such and such a thing); being satisfied with less than perfection; using the telephone to fit your needs; listening to your body; and learning to say no.

Miller (1979) contented that time for recreation, rest, and diversion should be planned and managed well. Eliot and Breo (1984) described how physical activity has been found to dissolve mental fatigue. Chemicals released during

exercise activate the body's systems. Physical activities that are continuous and vigorous can have a mood-elevating effect. Miller (1979) referred to these mood-elevating activities as "positive addictions" (p. 27). Some of the activities causing these changes and effects are jogging, aerobics, and brisk walking (Breo & Eliot, 1984).

Klarreich (1988) contended that people require a certain amount of sleep if they are to function effectively. He cautioned that people who worry about getting enough sleep can cause more stress for themselves than can the lack of sleep. The researcher found that some people used sleep as a delaying mechanism or a defense mechanism. When they slept, they did not have to attack problems. However, the relief was short-lived, and they had to face the problem upon awaking. These people need to find other stress relievers.

Laughter is effective in reducing stress (Faelten & Diamond, 1988). Cornett (1986) asserted that the exhilarated feeling which follows laughter is due to the body's producing a chemical which increases alertness. She prescribed a minimum amount of 5 minutes of laughter every day as a free medication. Faelten and Diamond (1988) found that taking time to laugh instead of taking time to drink coffee was much more time efficient for stress reduction.

Feuer (1987) contended that people cannot laugh and be depressed simultaneously. Old slap-stick comedies and joke

sessions can prove helpful in reducing stress (Klarreich, 1988). Miller (1979) reported research which recounted the healthy benefits, both mental and physical, derived from even forced laughter.

Dedrick and Raschke (1990) warned teachers to maintain a healthy diet in order to keep their bodies fit to resist stress. There are data to support a direct link between people's diets and their emotional well-being. Teachers need to avoid foods with saturated fat, processed sugar, and salt. Research has shown how these foods can cause diseases such as cancer, heart disease, diabetes, and hypertension.

Another stress remedy, Moorhead et al (1987) collaboratively gave, was self-appreciation. They suggested that treating oneself to something special acknowledged the person's value. They found that being well groomed promoted a sense of security. People need to take the time to reinvigorate themselves. Moorhead et al (1987) suggested that this reinvigoration would lead to a heightened awareness of their strengths and interests. It would keep the person ready for greater challenges.

When teachers are not able or amenable to any of the other stress management strategies, they may need outside help. Employee Assistance Programs (EAPs) can assist, according to Eliot and Breo (1984). These programs began during the Depression when alcohol usage was high, and work generated and accomplished, low. The school system with

which the writer works has an EAP. A representative is available to talk to groups and explain the services. If the service is needed, confidential appointments are made. Wellness programs such as the EAPs have been found to save employers money by reducing absenteeism and increasing productivity.

Inservice workshops can provide the forum for presenting information and sharing ideas designed to help teachers learn to manage stress (Dedrick & Raschke, 1990). Weekly or bi-monthly meetings can provide the opportunity for staff to express concerns and brainstorm solutions. Inservice training programs can address strategies and techniques that special educators can implement to reduce stress. Dedrick and Raschke (1990) suggested that special educators can use inservice training programs to develop a strong feeling of ownership of a program.

When an employee no longer shows interest in work or in the work setting, a sabbatical leave is recommended (Toomey & Connor, 1988). This employee's level of stress affects the morale of the whole staff (Feuer, 1987). Also affected are productivity and health-care costs. Some companies consider offering employees sabbaticals as an investment in the future (Toomey & Connor, (1988). A sabbatical leave provides the employee the time to get the kind of needed assistance.

In a detention facility, the stressed, burned-out

teacher becomes a security risk (Farmer, 1990), and again, the whole staff is affected. A sabbatical leave is good for the stressed teacher, the co-workers, and the children. If a sabbatical leave is not an option, the employee may be encouraged to take either an extended sick leave or a leave without pay.

Dedrick and Raschke (1990) concluded that educators need to take a proactive approach to stress management if they are to maintain their teaching effectiveness. This approach includes a healthy diet, an exercise program, a support system, a series of relaxation techniques, realistic goal setting, a workable time management program, methods to solve problems, networking, and self-appreciation.

Description of Selected Solution

The writer examined each suggested solution from the literature to see if it were feasible to use in the correctional facility. The most viable option appeared to be a series of professional development inservice workshops designed to familiarize staff with burnout stress syndrome and teach ways to manage stress. Pines and Aronson (1988) conducted follow-up studies of their burnout workshops. In one study, two years after the initial workshop, they returned to complete a second workshop with the same people. From their feedback, Pines and Aronson learned that the people were still using the support systems established during the first workshop. The participants were managing

stress effectively two years later.

The public school system offers an Employee Assistance Program. A representative from the EAP could be scheduled to address the teachers. The representative could answer any questions teachers may have about services. She could also make recommendations to teachers.

Specialists in the field of relaxation therapies can help the teachers delineate the kind that will bring them the most relief. An exercise specialist from a local health center could be scheduled to demonstrate appropriate exercises and discuss their value. A masseuse could demonstrate how each teacher can massage the feet, legs, hands, arms, neck, and head. This masseuse could show a video of her giving a massage, so that people would not be afraid to try one.

The writer could offer more support and assistance to stressed teachers. The writer would schedule time for each teacher, recognize teacher contributions in writing and in concrete tokens of appreciation, involve teachers in task forces designed to make the physical setting safer, and try to stimulate teachers to acquire and use effective stress management skills.

The writer was prepared to initiate a stress management program to help teachers learn effective skills and techniques to reduce or manage stress. Inservice meetings could be accomplished without teachers' having to stay after

school. The program would be implemented in 45 minute weekly staff meetings held prior to the teachers' receiving their students from their living quarters (pods).

The writer would invite the personnel evaluator from the public school system to the first meeting to discuss teacher burnout stress syndrome and its ramifications. This evaluator has worked with the teachers, and they trust her. The evaluator also has given the writer much information on stress management and was encouraging about the implementation of the practicum.

Report of Action Taken

The writer, before the implementation of the stress management program, elicited and received support from the agency, the public school system, and local health care providers. Once approval to implement was given, the writer scheduled the "calendar plan" presenters. Teaching staff agreed to report to work 15 minutes earlier than their regular reporting time for the weekly 45 minute workshops. Each week's calendar plan was enlarged and placed on a single sheet. The sheets were then filed in a three-hole binder. The writer commented on each week's activities. This facilitated report writing.

The initial stress management in-service meeting was held in the detention center's library. A simple breakfast consisting of juices, fruit, bagels/cream cheese, low-fat milk, and decaffeinated coffee and tea was served. Because

no one drank the tea or coffee, those items were deleted from the menu. Most weekly meetings were begun with some kind of breakfast. Reflective breakfasts usually consisted of hot foods from the detention center's cafeteria.

After breakfast, a school system personnel evaluator addressed the staff. She elicited definitions of stress, sources of stress, stages of stress, and ways to combat stress. Most of the teachers promptly responded; however, a few seemed reticent to make any comments. The speaker skillfully queried the staff until all were participating. She jotted key words and phrases on the board and expanded on them; she invited discussion. The evaluator ended her presentation by commending the staff for their commitment to the profession. This evaluator was instrumental in setting the stage for the next 31 sessions.

Before the second meeting, the writer wrote notes of appreciation to each teacher. Several commented on the notes. They stated that they enjoyed the way were thanked for something specific they had done or were doing. For example, one teacher arrives early twice weekly to receive the newspapers and distribute them to the classrooms. Although this teacher has been thanked previously, he stated he appreciated "something in writing."

A social worker from the school system's Employee Assistance Program (EAP) met with the staff during the second meeting. She gave an overview of the services

provided by the EAP. She stressed the importance of teachers' using the services. She explained how one of the EAP counselors could help teachers access needed services. Individual/family counseling, substance abuse counseling, marital counseling, financial planning and stress reduction programs were among the services the social worker discussed. When the EAP counselor asked for questions, there was only one; it was about parent education programs. The EAP representative then assured the staff that complete confidentiality was maintained. The writer got the feeling that the staff was hesitant about asking other questions about the services.

A fresh flower from the writer's garden was placed in a simple vase on the teachers' desks prior to their arrival for the next in-service meeting. The meeting began with a review of the stages of stress. The writer had prepared transparencies depicting what happens to the body in stressful situations. The reason each thing occurs in a "fight or flight" event was also depicted. For example, one of the first changes is the heart's starting to beat harder. The body needs all of the oxygen-rich blood it can get in a hurry, so the nervous system sends the message for the heart to beat faster and harder.

Following the presentation, the writer introduced releasing activities to the staff. The first introduced and practiced was Sarasua's (1994) "Breath of Joy." This

activity consisted of a series of correct breathing exercises followed by a loud, positive word such as "Great" or "Yes." The next releasing activity was the Yes-No-Maybe head movements. The teachers practiced nodding their heads back and forth, side to side, and then in circular motion.

Some checklists from the Doctors' Guide to Instant Stress Relief (Nathan, Staats, & Rosch, 1987) were discussed with staff. The checklists focused on three different sources of stress. Those sources stem from a person's situation, body, or mind. Teachers were advised that the book could be checked out from the public library.

To end the session, teachers discussed stress management techniques they had employed in the past. One teacher stated that he prays when he is stressed; one takes long walks. Another sings. Not all teachers offered stress management techniques. Teachers were asked to try to remember body changes precipitated by stressful events. They were reminded to practice the releasing activities introduced.

Another flower was added to the teachers' vases the day following the in-service meeting. The writer spent a few minutes in each classroom during the week. Observed were: the way the students reported to their classes in the morning and after lunch, the way the rooms were readied for the students, and the teacher-student interactions.

The fourth meeting began with the staff's practicing

releasing activities. Stress related to a situation was discussed next. The staff was asked to relate detention center conditions which they found stressful. Initially, none of the teachers voiced any stressful conditions. The writer read the items on the pretest inventory (see Appendix B) Teachers then were asked to prioritize the stressful conditions. They brainstormed possible stress-reducing changes in the environment. The teachers agreed that students' reporting to class on the day they were being sent to the state training institute was one of the most stressful things occurring in the detention center. They contended that these LTI-bound students could be taken to the library. They could be supervised by a counselor.

The teachers decided that they would ask some of the juvenile staff to the next meeting. They would introduce the releasing activities. They then would discuss the stress caused by the LTI students. Teachers would suggest the change they had discussed.

Only one assistant detention supervisor met with the teaching staff at the next meeting. It is too difficult to take staff away from their assigned duties. One of the teachers briefly explained the stress management program. Another led the group in the two releasing activities the group had been practicing.

The writer introduced and demonstrated the cleansing breath. In the cleansing breath, people inhale deeply

through the nose. They next exhale through a puckered mouth as if they were blowing out a candle. Then, they repeat the first two steps. After that, they "sigh" a few times; then, they inhale deeply and sigh. This is practiced for a few times. The next step is to drop the chin to the chest and droop the shoulders with each sigh. Exercisers are to think of themselves as tires or balloons letting all the air out. They are to think of all the tension they are releasing. This cleansing breath activity was practiced for a short period.

Teachers shared some of their concerns with the assistant supervisor. They then discussed their thoughts about changing some of the conditions. The detention assistant supervisor expressed agreement with some of the conditions. He readily agreed that all teachers' needed a radio (walkie-talkie) in their classrooms. He suggested that teachers again requisition a radio. The assistant supervisor was not so optimistic about taking the LTI students to the library. This would have to be discussed at the managers' meeting with the detention supervisor. The assistant supervisor suggested that it would be helpful for each counselor to have a classroom key. He encouraged the staff to invest themselves in the stress management program.

Before the next meeting, the writer generated a computer-made thank you card for each teacher. Again, the writer thanked each teacher for something specific. In

addition to the thank you card, a get well card was generated for one of the teacher assistants. The assistant had been ill for several days. She was hospitalized and undergoing a series of tests.

Practicing releasing activities a few minutes became a routine part of the format for each in-service meeting. Teachers took turns leading the activities. Variations were sometimes made. For example, one teacher may have substituted particular words she wanted shouted, etc.

A calendar activity included forming a task force team to approach the juvenile service detention supervisor and the director about needed changes. This was not done, however. A committee comprised of representatives from each component of the agency was formed. This committee was chaired by the treatment team manager. The committee's task was to write a conflict resolution program for detention. The chairman thought that teacher concerns could be addressed by this committee. It was her opinion that anything which caused staff or students concern affected the total detention program. Three teacher representatives volunteered to serve on the committee.

A recurring problem surfaced in the days following the in-service meeting. A teacher asked for a conference to address ways her teacher assistant was not performing satisfactorily. The writer on several occasions had met with the teaching team about a problematic relationship. A

change of teacher assistants within the center was explored, but none was willing to change teachers. A professional plan for the pair had been developed, and reports about the progress had been kept. The writer had observed nothing unusual during classroom visits. The situation seemed to be under control.

During the conference, the teacher presented her concerns. The teacher did not like the way the assistant emptied the pencil sharpener. She did not like the way she checked the papers and filed them. The teacher thought the assistant did not always dress appropriately. The assistant seemed at a loss as to what was wrong. The assistant stated that she felt she had done everything the teacher and she had agreed should be done. She stated that she thought the teacher just did not like her. After listening to both of them and trying to determine just what the problem really was, the writer told the pair that the school system's personnel consultant would be scheduled to meet with them. The writer met with the consultant, presented the paperwork, described the situation, and a meeting was scheduled.

Before the next in-service meeting, another teacher was hospitalized. She developed cellulitis from an injury sustained in the classroom. As she was getting up from her desk, she bumped her leg. She had to be helped to her car that afternoon. The teacher, markedly overweight and diabetic, was not responding to prescribed medication.

Hospitalization was necessary while medication was being regulated. Students and staff made get well cards for the hospitalized teacher. A balloon bouquet was delivered to her, also.

Few matters are kept quiet in the detention center. The teaching staff heard about the scheduled meeting between the personnel consultant and the teaching team. The next stress management in-service meeting thus started on a rather somber note. Teaching teams were encouraged to have open communication. They were urged to use "I messages" when things bothered them. If they could not settle conflict, they were reminded that they could come to the writer.

No teacher volunteered to lead the releasing activities, so the writer led them. Afterwards, teachers were queried about what they routinely did at home. They recited their daily rituals. They then listed the tasks and prioritized them. They were encouraged to stop doing things they considered least important or unnecessary. A short discussion about the need for getting adequate rest ended the meeting.

During the following week, the personnel consultant met first with the teacher, then with the assistant, and then with the writer. The personnel consultant agreed with the writer that there seemed to be a personality conflict between the teaching team. She found the teacher's

"charges" or concerns minor. She had come prepared with suggestions; however, the teacher was vehement about not wanting to work with the assistant. The consultant met with the assistant to get her perspective of what was wrong.

The consultant informed the writer that she was quite concerned about the teacher. She felt that the teacher was "dangerously close to snapping." There was nothing she could prove, however. The teacher assistant would be given a transfer to a school of her choice. She recommended that the assistant be allowed to stay home until another position could be found. The writer disagreed. The regular school term would end in about six weeks. The writer agreed to keep a close watch on the classroom and was given the authority to release the assistant should the situation warrant such. The assistant would not be asked to work in the summer program. A public school teacher assistant who worked in a residential facility during the regular school term would be asked to work. This assistant, a sister to another assistant, had worked during one summer program.

The consultant then advised the assistant that she would be transferred, but it would be considered a voluntary transfer. The assistant was to name three schools where she would be willing to work. She could visit those schools. When there was an opening, she would get the job. The assistant was quite upset. She stated that she liked working in the detention center. She asked the writer to

consider her should another teacher assistant leave in the future.

In addition to practicing releasing activities during the next meeting, using objects as releasers was presented. The writer had cut pipe insulation into baseball bat lengths. Teachers were encouraged to use the bats to hit doors, desks, walls, etc. Modeling clay and squishy cat toys were utilized, also. The staff enjoyed playing with the things. All of the objects would be left in the room, and they could use them when the wished.

After the releasing activities, the writer engaged the teachers in a discussion about time management. Most confessed that they did not always practice effective time management. Teachers agreed that it was important for them to take time for fun and relaxation. Some stated that they liked to go to the river-boat casino; one likes sporting events. The teacher having trouble with her assistant was asked what she did for fun. She stated that playing the piano was her form of escapism. She also said that taking care of her husband and two children did not leave her much time for herself. The writer encouraged the staff to put some fun in their lives.

Before the next in-service meeting, the writer spent time in every classroom. After the visits, commendations about activities were written, discussed with teachers, and placed in their files. The writer then wrote a paragraph

about what the teachers were doing and submitted it to It's Tuesday, the parish-wide newsletter. The article was also published in the bi-weekly Juvenile Services' newsline.

Some teachers have neither good eating habits nor healthy diets. A dietician from a local hospital addressed these two areas at the following in-service meeting. She discussed the importance of eating foods low in sugar, fat, sodium, and empty calories. Booklets detailing menus for a month were distributed. Recipes for some of the dishes were given.

A certified fitness instructor and personal trainer from a local health club was the next week's guest speaker. She opened her program by asking how many people exercised regularly. The two people raising their hands were the writer and the teacher assistant being transferred. The fitness instructor then explained how exercise can combat stress. She distributed handouts about the value of exercise and weight control.

The writer, at the eleventh meeting, initiated a discussion of teachers' doing things they do not really want to do or have time to do. Many admitted this happens frequently. One teacher is asked to play the piano for special occasions at church; another is often asked to make floral arrangements; another is everyone's handyman. Staff then discussed ways they could say no to unreasonable demands on their time. The writer had planned to report on

the book How to Say No Without Feeling Guilty, but there was no time. The book was placed in the library for teachers' perusal.

The principles of mindfulness meditation were introduced at the 12th in-service meeting during the reflective breakfast. After a few minutes were devoted to this activity, "screaming on paper" was introduced. Teaching staff then took a few minutes and practiced the activity. Some laughingly tore up the paper to get closure.

Since the meeting was to devote time to the merits of the stress management program, the writer was totally unprepared for a teacher's question. She asked, "Do we have to do this during the summer, too?" The teacher reported that she now has a 2-year old grandson living with her. She must take him to a baby-sitter before reporting to work. Even the one day a week disrupts her schedule. Other teachers stated that they too would have to get their youngsters settled during the summer. It was a consensus of the group that reducing the meeting time by 15 minutes during the summer would work best for them. The writer was compelled to agree when the teachers said that this would also reduce their levels of stress.

During the week, the writer observed that teachers seemed relaxed. They smiled frequently. They were patient when students seemed impatient for attention. They said they were waiting for their mini-vacation to begin. The

vacation would be that the school day would be shortened by one hour during the summer.

The next two sessions addressed the teachers' progress with time management, eliminating unnecessary activities, saying no, and relaxation/releasing activities. Working in isolation was discussed. Teachers agreed to become more active in the Louisiana Juvenile Detention Teachers Association. When on-line communication was made available, teachers planned to utilize the resource to talk to fellow correctional special educators.

The writer observed the new teacher assistant working with the teacher. There seemed to be a relaxed atmosphere in the classroom. When both were asked how things were going, they agreed they worked well together. No problems were cited. The writer encouraged the pair to keep the lines of communication open.

At the next meeting, routine releasing activities were followed by an intra-component committee report. The report revealed that all classrooms had radios; one counselor keeps a classroom key. The conflict resolution program was progressing. Teachers were asked to present scenarios for role playing. They voiced pleasure at being included in the agency's program.

Time was devoted to visual imagery activities. The writer reviewed how it is possible to be "someplace else" without leaving physically. Some relaxation tapes were

played. Teachers closed their eyes and transported themselves to a favorite place, time, and activity. the writer then introduced the "psychological security box" (Nathan, Staats, & Rosch, 1987). Teachers were asked what they would store in their boxes to help them in times of distress or crises. No one responded. The writer then described some of the things she had filed away in her own psychological security box. Still, there were no remarks.

The writer visited each classroom during the next few days. There were concerns that some of the staff were present only physically during in-service meetings. Teaching teams were working well together. The students were busy.

The detention supervisor had been asked to join the group for a "hot" breakfast to mark the "half-way-point" of the program. He was unable to attend, however. Several teachers commented on his inaccessibility. The writer explained what a difficult job his is, and what little free time he has. The group planned to invite him to another function.

The topics of diets, exercise, time management and meditation were discussed. Each teacher was asked to lead a releasing activity. A few, excluding the new teacher assistant, still appeared uncomfortable leading the exercises. One teacher stated that she had begun daily walking with a neighbor. Another reported that she and a

counselor (who also is a diabetic) were trying to diet together. They were discussing a walking regime, also.

Using humor to reduce stress was well received by the total staff during week 17. The writer showed transparencies of cartoons taken from the Kappan and from comic strips. Then the staff was asked to share a funny joke or anecdote. By the time they finished, everyone was laughing. The physiological benefits of laughter were discussed. Teachers were encouraged to start a humor file. Not only could the teachers profit from this file, but their students could be introduced to it. The teachers were told to expect visits during the following week. They were also asked to share some kind of humor during the writer's visit.

During the writer's classroom visits, teachers either read a funny story, a "picayune" (succinct statement about a local current event appearing in the daily news, The Times-Picayune), or shared a comic strip or cartoon. The humor seemed to be wasted on some of the students, judging by their looks; however, none said anything.

Only pleasant, positive things were allowed to be discussed during the next in-service meeting. Teachers reported on how they were incorporating stress management techniques into their daily lives. All of them said they were practicing deep breathing and other releasing activities. Some said they were "screaming on paper." Some said their families were profiting from the program because

they were preparing more nutritional meals. One teacher had bought an inexpensive exercise machine. She explained how using it a few minutes several times a week could help tone muscles. She promised to bring the lightweight plastic equipment to show the staff.

The committee reported that they felt they were making progress in the bi-weekly meetings. They praised the chairman for being able to integrate the whole group. Teachers have written some role playing scenarios for student-student conflict and for student-teacher conflicts. They are working on staff-staff conflict scenarios now. The group seemed pleased with their roles.

The writer placed computer-made invitations on the teachers' desks a few days before the next in-service meeting. Teachers were invited to a "Dress-up Day." When they reported to the meeting, their appearance showed that they had spent time with their grooming. The group engaged in an encouragement circle. Chairs were arranged in a circle. In turn, each teacher was encouraged by the others. Teachers agreed to try to say only positive things during the next week. The writer, after telling the teachers that the next meeting would be short, ended by reporting that the LTI teachers could not attend any meetings during the summer. Perhaps a fall meeting could be arranged.

The short meeting started with teachers' leading an activity. The bats seemed to be the favorite of the group.

Breathing activities were led; jokes were told. Teachers were asked to prepare to discuss the merits of the stress management program at the next meeting. That meeting would mark the end of the summer session.

To open the 21st meeting, each teacher gave one positive aspect of the stress management program. One reported that she had begun setting aside some time for herself; another was remembering to breathe deeply; another was exercising. Stroking (self-talk) was introduced and practiced during this last summer session. All agreed that this was nothing new to them. They often had talked themselves through difficult tasks. They had used the strategy during stressful times at home, also.

The writer had purchased inexpensive, miniature inspirational books for the staff. At the end of the meeting, the books were presented. Teachers were excited about having an 8-day vacation. Some were going to do nothing more than stay up late at night and sleep late in the morning.

Picture post cards were mailed to the teaching staff following the meeting. Teachers were urged to use their mindful meditation skills to transport them anywhere they wanted to visit. When they reported back to school, they would be asked to share their vacations with staff.

When staff returned, they were in agreement that more vacation time would have been better. Staff was then

introduced to the new teacher assistant. The young African-American, a native Californian, and the wife of a serviceman, seemed happy to be on the staff. She listened as each staff member talked about their vacation spots. Huge shopping malls seemed to be the activity of choice, with the beach being a favorite spot. Some said they combined the two in Florida. The writer led a discussion of how self talk could be used to help combat the stress of interruptions. Each teacher agreed that some daily interruptions could not be avoided. Students would continue to go to court; students would have family visits; students would be released. Teachers agreed they had already begun to talk themselves through these interruptions. The committee reported that they had been working on this problem; they had not agreed on solutions, however.

During the next few days, one particular teacher was observed involving her students in humorous activities in her classroom. To commend the teacher for a job well-done, the writer used a "You're Terrific" card. On the back of the commercially prepared card, the writer named the teacher, dated and described the activity.

The card was presented to the teacher at the beginning of the following in-service meeting. The teacher was then asked to lead one of her humorous activities. She engaged the staff in "knock-knock" jokes, most of which brought groans followed by laughter. The teachers called the jokes

"Bill Butler jokes" named for a fellow employee known for his repertoire of corny jokes. Other teachers shared humor or led various activities.

The next meeting was opened by the task force committee's report on their progress. They stated that the conflict resolution program had been completed. The committee chairman was compiling each component's section and would submit it for typing. Teachers reported that their names would be listed as authors of the program. They explained that they felt more an integral part than an entity in Juvenile Services as a result of the committee's work.

Setting aside time for self was discussed. Teachers were asked how they "centered" in their daily lives. The writer was pleased when all of the staff reported that they have made time for themselves. Some get home before their children, and they treasure the quiet time. Others have no children at home and unwind by using their CD remote to play their favorite music as they change to comfortable clothes.

Staff morale was good following the meeting. Teachers seemed relaxed and unworried, or "laid back" as one described it. Some said that they are constantly on the alert, but they have learned to rely on their good class management skills. All seem to have greater confidence in their abilities. The writer made it a point to remind the group that the massage therapist would be at the next in-

service meeting.

The therapist walked around the room, talking and massaging teachers' hands. She explained the value of daily massaging the hands and feet. The therapist, a reflexologist, distributed diagrams of the hands and feet. She pointed out how parts of the body respond to massaging of the extremities. For example, when the toes are massaged, the sinuses are stimulated. Some of the people with chronic sinusitis were very interested. Reebok, Inc. had advertized one of its athletic shoes by showing all of the pressure points their shoes activated. The magazine ad was circulated; it was basically the same as the therapist's.

The therapist posited that by taking a few minutes a day to massage their hands and feet, people could relieve much stress. She also discussed the pressure on the neck as it tries to support the head. She demonstrated simple exercises (most of which the group had already been practicing weekly).

After the neck/head exercises, the therapist set up her portable massage table. When she asked the group how many people had ever had a massage, three people raised their hands. She then asked for a volunteer. She explained that she was going to describe what she did during a massage. There would be no disrobing, nor would she be use the massage oil except on the arms and feet. She pointed out

the areas and explained how she massaged. The therapist demonstrated her strokes and explained how and where each was used. When the therapist finished, there were many questions.

In the days following, teachers approached the writer to say how much they had enjoyed the masseuse's presentation. They especially enjoyed her massaging their hands as she talked. Some felt that they had deprived themselves of something that sounded wonderful. In the past, there has been some publicity about "illegal massage parlors" in the area. This has caused some apprehension. Teachers stated that the demonstration made them less afraid to even consider getting a massage. The writer felt that it helped that the masseuse's husband was a school principal, also.

The writer generated a computer card to remind teachers to massage their hands and feet daily. Other stress reducers were listed. Cleansing breathing, centering or regrouping, and using visual imagery were among the items. A flower was laid atop the card on their desks.

During the week, teachers asked for a professional day to visit Juvenile Court. They felt that they should become better informed about what was happening. The Courthouse is located beside the detention center, so teachers walked over. One of the assistant detention supervisors made the arrangements and took the group. The senior judge

recognized the staff and explained what kinds of cases the staff would be able to hear. The following day, the teachers stated that they felt better informed about student dispositions and the services they could access.

To open the next meeting, the writer walked around the room massaging teachers' hands the way the therapist had done. This appeared surprising to some, but the act seemed to be well received by all. As the writer walked and massaged, topics covered during the program were elicited. Teachers responded with their most effective stress management techniques. One suggested that a booklet of all the activities could be compiled. Others agreed.

During the 27th calendar week, a luncheon replaced the reflective breakfast. The writer made colorful invitations and sent them to the teachers, the director, assistant director, and detention supervisor. The invitation was to the writer's home, about 7 minutes from the detention center. The invitation stated that "real china, silver, cloth napkins and stemware" would be used, as opposed to the "plastic and paper" used in detention. The director wrote a note of apology for not being able to attend. There was a council meeting which all directors must attend. Neither the assistant director nor the detention supervisor responded; neither attended.

The teachers expressed thanks for the attention afforded them by the writer. Their favorite dishes had been

prepared, and another table had been set up in the dining room. The teachers discussed the retirement luncheon the staff was planning for the Title I/Chapter 1 Consultant. This consultant has always been available to help with any kind of problems with the computers or materials received from the school system. The teachers reported that banners would be made; special foods would be ordered; the Audio-Visual room would be decorated by different teams.

The original calendar plan called for the teachers' again measuring their stress levels; however, this was not done. Only post-evaluations would be done. The teachers ran the next in-service meeting. After breakfast, they led activities. They then described how they had grown professionally. One of the teachers had accepted an office in the Louisiana Juvenile Detention Teacher's Association. Another had been appointed to the board. They were involved in planning the quarterly meetings. The teachers on the task force committee reported that the conflict resolution program was excellent. They had been asked to proof the initial draft. They gave a couple of scenarios for student-teacher conflicts. The teachers stated that they had begun using some of the skills in their own relations outside of work.

A few days afterwards, one of the counselors died of a heart attack. This counselor, an overweight diabetic, was one who had been dieting with one of the teachers. All

staff were grief stricken, but this teacher, in particular, was hurting. She came to the writer and talked about how she was feeling. The writer listened actively and validated the teacher's feelings.

The next meeting began with a few words about the deceased counselor. He had been an integral part of the task force committee. He had volunteered to help in the classrooms when the students were engaged in some kind of activity requiring movement. As a way to memorialize this counselor, the committee had decided to dedicate the conflict resolution program to the counselor's memory.

A short session followed. After completing releasing activities, teachers discussed the upcoming retirement luncheon. They discussed the gifts the classes were making. One class had made a leather key ring. One student who is really talented in calligraphy, had written a poem which would be framed. Others were making the placemats and laminating them.

The activity of the next week was the retirement luncheon. The retiring consultant, his replacement, and the secretary had places of honor at the nicely decorated tables. All staff members were "dressed up" and had taken care with grooming. The detention supervisor attended the luncheon. He expressed thanks not only to the retiree, but also to the entire teaching staff. He reminded them that the education program was the only really organized program

in the center. After the solemn words, each teaching team had a special joke to share with the group. One teacher explained to the honoree that he would need to practice stress management skills at home. The luncheon was a positive experience for all.

The writer began the 31st meeting by telling the staff that she had taken a new job within the agency. The research/grants specialist job, one which the writer had often stated she would like to have, had been advertized. Forty-seven applicants competed for the position. The group was narrowed down to five, who were then interviewed by a panel. The writer shared with the staff that, because of her good stress management skills, she was relaxed during the interview. Before the interview, she had used visual imaging and self-talk. She saw herself in the position; she talked herself through her responses to the panel's questioning during the interview. The writer reiterated to the staff that these two skills should be mastered by all.

After the disclosure, the writer discussed how she would spend several weeks closing out records, completing all reports, and making sure everything was in order. Teachers would always be welcome in the writer's new office. Until a new supervisor could be named, the detention supervisor would act in that capacity.

The rest of the meeting was spent discussing the stress management program. Staff was apprised that the following

week would mark the end of the program. Staff would be asked to complete post-program evaluations.

The last reflective breakfast was held in the arts and crafts room. Teachers were not very vocal; only a few shared with the group. The writer commended the teachers for their cooperation, dedication, and faithfulness. The posttest instruments were distributed. Teachers were asked to complete them and put them in the file folder in the library. After school, the writer collected the forms.

As a way of thanking the teachers, the writer prepared certificates of completion for them (see Appendix G). The writer used a specially designed paper and applied a gold seal. The certificate acknowledged that they had completed a 32-week Stress Management Program. The certificates were copied and placed in their personnel files. The originals were placed on their desks before they reported for work one morning.

CHAPTER V

RESULTS, DISCUSSION, AND RECOMMENDATIONS

Results

Some special educators in the detention center, under the supervision of the writer, were exhibiting behaviors suggestive of burnout stress syndrome. Other teachers were demonstrating behaviors which suggested high levels of stress. The writer planned and implemented a stress management program for the educators. The program incorporated stress management techiques recommended by researchers and practitioners.

The goal of the practicum was that special educators in the detention center would manage stress effectively. At the completion of the practicum implementation, collected data were evaluated and compared. Outcomes were analyzed to determine if they had been realized. Results follow.

1. The first expected outcome was: Four of the 10 teachers acknowledging a significant number of stress symptoms will reduce their pretest scores of 3 through 4 to posttest scores of 2 through 3 on the same instrument. When scores were calculated, there was no score for teacher # 45. One of the teachers who had scored the highest (3.5) on the pretest instrument was the assistant who had been transferred. Posttest scores were compared to pretest scores to determine if the outcome had been realized. A complete breakdown of pre/post implementation scores for the

remaining 9 original teachers was tabulated (see Appendix K). The three teachers with high pretest scores (3.0, 3.0, and 3.2) scored lower on posttesting (2.3, 2.1, and 2.7). Five other teachers acknowledged fewer stress symptoms. One teacher's score increased from 2.0 to 2.4. Table 5 presents item values for both pre and posttesting. Each item carried the possible value of 63, based on nine staff members. Positive discrepancies were anticipated for items 3, 6, 19, and 20, and those were realized. Negative differences on the other items would suggest that teachers had fewer stress symptoms. This was not realized, however. Values for items #5 (emotional exhaustion), #7 (can't take it anymore), and #14 (troubled) increased. Item values for numbers 9 (unhappy) and 21 (anxious) did not change; however, those were items which received fairly low pretest values.

2. The second expected outcome was: Five of the 7 staff members acknowledging a significant degree of stress arising from conditions in the work setting will reduce their pre evaluation scores by .5 on post evaluation with the same instrument. No post evaluation scores were obtained from teacher # 45 whose score had been high (3.1). Three of the remaining 6 teachers scoring high on pretesting reduced by .5 or more their scores (-.5, -.9, and -.8). Two of the 6 teachers' scores were reduced by .2 points; one teacher's posttest score increased by +.2 points. The remaining 3 teachers who had scored in the satisfactory

Table 4

Item Values on Self-Diagnosis Instrument 11/94 & 10/95

1 Never	2 Once in while	3 Rarely	4 Sometimes	5 Often	6 Usually	7 Always

Item	Pretest Value	Posttest Value	Difference
Being tired	35	33	- 2
Feeling depressed	27	20	- 7
Having a good day	45	51	+ 6
Physically exhausted	34	26	- 8
Emotionally exhausted	23	27	+ 4
Being happy	46	51	+ 5
Being "wiped out"	24	18	- 6
Can't take it anymore	10	11	+ 1
Being unhappy	18	18	0
Feeling run-down	30	22	- 8
Feeling trapped	15	12	- 3
Feeling worthless	12	9	- 3
Being weary	23	18	- 5
Being troubled	17	19	+ 2
Disillusioned	13	12	- 1
Weak, susceptible	22	19	- 3
Feeling hopeless	12	9	- 3
Feeling rejected	18	11	- 7
Feeling optimistic	42	52	+10
Feeling energetic	36	52	+16
Feeling anxious	25	25	0

range reduced their scores by .8, .4, and 1.0 (see Appendix L). Each item on the Stress Level Inventory had a possible

value of 45, based on nine teachers' responses. Lower values were anticipated for each item; this would suggest reduced levels of stress arising in the work setting. On all but three items, scores decreased. No changes were noted in teacher responses to "Knowing nothing about students," Students from lockdown," and "Alone with students." Values remained the same on "Small classroom" and "Students with wounds." Table 5 shows item values for pre and post program evaluation.

The third practicum outcome was: Six of the 10 teachers will show an increase in their knowledge of healthy stress management skills by identifying 3 more skills on the posttest survey than they did on the same survey used as a pretest. The outcome was realized. Five teachers identified 3 more skills on the posttest survey. Original stress management skills from the group included: praying daily, resting after work, smiling, laughing, listening to music, reading, walking, and playing the piano. After the program, these skills were identified by that group: shopping, talking to others, exercising, going to the movies, thinking about pleasant things from the past, taking deep breaths, working crossword puzzles, trying not to take self so seriously, taking time for self, long showers, and jogging. Three teachers identified 4 more skills. Their original skills were: listening to music, reading, praying, working with crafts, walking, and singing. New skills were:

Table 5

Pre/Posttest Item Values on Stress Level Inventory 11/94 & 10/95

Scale:	1 (lowest) to 5 (highest)		
Item	Pre Value	Post Value	Discrepancy
One classroom door	17	14	- 3
No radio in room	25	12	-13
Small classroom	12	12	0
Large students	20	13	- 7
Knowing nothing of new students	19	24	+ 5
Knowing much of new students	13	12	- 1
Students with wounds	24	24	0
Students from lockdown	22	25	+ 3
Students' cursing	24	18	- 6
Student fights	27	25	- 2
Alone with students	11	13	+ 2
Watching students walking in halls	16	12	- 4
TV news of students	18	13	- 5
Student revocations	38	21	-17
LTI students	38	23	-15
"High" students	35	24	-11
Suicidal potential	29	22	- 7
Teen gangs	30	22	- 8

deep breathing, yelling on paper, hitting with the "bats," eating right, squeezing objects, baking, talking to self, meditating, jogging, meeting friends, going to the Casino, and singing.; one teacher identified 5 more skills. This

teacher originally had identified 3 skills: praying, walking, and listening to soft music. Added skills were: tinkering with a hobby, letting mind and all muscles completely relax, sitting outside watching a sunset, saying the Rosary, and talking with daughter.

The fourth expected practicum outcome was: Six of the 10 teachers will demonstrate stress management techniques to which they have been introduced during the practicum. The outcome was realized when the 9 remaining teachers demonstrated stress management skills. The skills were demonstrated both in the in-service meetings and in the work setting. The releasing activities were favored during in-service meetings. Most frequently observed stress management skills in the work setting were teachers' use of humor, improved appearance (especially in attire) and demeanor, and the use of hand-held releasers.

Discussion

A analysis of the practicum data supports the importance of implementing a stress management program for special educators in a detention center. The practicum goal of special educators in the detention center's managing stress effectively was met. The first outcome was realized when the three remaining teachers who had scored within the "high-risk" range on the self-diagnosis instrument decreased their pretest scores of 3 through 4 to 2 through 3 on posttesting.

Only one teacher's score increased on the self-diagnosis instrument. This teacher's pretest composite score had not been in the high-risk range. The teachers had used identification numbers known only to themselves, so the writer had no way of knowing which teacher felt more stressed. Perhaps it was the teacher who, as a grandmother, had suddenly become a "parent to a 2-year-old." Schlossberg (1989) would call that transitional stress when something unexpected occurs. Perhaps it was the diabetic teacher who had lost a close ally and kindred soul. It could have been the teacher who was hospitalized for emergency surgery. This teacher is planning to retire in one year. He is very soft-spoken; he always appears unruffled. The writer worries that the teacher's passivity may suggest an inward flight in response to stress (Schlossberg, 1989).

Although the second outcome was met, the writer was concerned that some teachers' rankings increased; i.e., students with wounds, revocations, "high" students, knowing nothing or much about new students, and gangs. The area has seen an increase in its juvenile crime rate. More and more juveniles are committing serious crimes involving gangs. Perhaps the teachers whose rankings increased live in the neigborhoods where some of the criminal activity occurs.

The data suggest that most teachers learned how to cope with stressful situtations they could not change. They learned to deal with interruptions. The writer thinks that

the teachers' visit to Juvenile Court made them realize that a detention center's foremost mission is to detain juveniles who may pose a threat to themselves or others. The judges had complimented them on their work. They were told that only a special few educators are able to work in correctional facilities. The staff gained greater confidence in their abilities; they gained greater self-appreciation.

Schlossberg (1989) suggested changing the situation to reduce stress. Although the teacher assistant's being transferred was not her choice, it was good for the center. Her pretest scores suggested high levels of stress. When a teaching team does not work well together, it affects the morale of the staff and the students. After this assistant's transfer, the teacher seemed better satisfied and more relaxed. Her stress was reduced.

Teachers voiced optimism about communicating with other correctional educators. During the implementation, the teachers took steps to get more involved in their detention teacher's association. One of the last acts of the retiring Chapter 1 consultant was to have a few, more powerful computers installed. These will have the capacity to network with other schools.

Teachers also utilized Mueller's (1993) strategy of making a plan of action to change stressful situations. Radios were obtained for each classroom because the teachers

acted collectively and repeatedly requisitioned them. (The writer could not explain why one teacher ranked that a "3"). Teachers made some concessions, also. One classroom key was given to a counselor outside the most centrally located room. This showed that they were willing to work with detention staff and not have to worry about their supplies being used or rooms being "messed up."

McConaghy (1992) posited that if people are to remain productive, support must be given. The writer offered support throughout the practicum. Verbal support, written commendations, written morale boosters, and small concrete tokens of appreciation were utilized.

One expectation was only partially realized. There was not a significant decline in teacher absenteeism. Three teachers were hospitalized during the practicum. The writer, however, felt that the conditions precipitating the hospitalization were pre-existing. The writer was able to hire substitutes who had worked previously with the teaching staff; consequently, routines were not disrupted considerably.

Recommendations

The writer adjudged the practicum a success; however, there were times when it was hard to determine the tenor of the group. Some teachers met presenters with civility, but did not participate well. One recommendation would be to engage the staff in the planning of the stress management

program. The supervisor could present data on stress and its management. A menu of activities could be suggested. Staff could then decide which activities would be scheduled. Teachers would then "buy into the program." This would relieve some of the supervisor's pressure, also.

A weekend retreat might be beneficial for staff, also. If this could be accomplished without undue stress, i.e., arranging child care, etc., this weekend inservice time could be uninterrupted. Teachers would not have to worry about being ready for students' coming into the classroom and wondering what would greet them during the day.

Another recommendation would be for the total staff to be involved in the stress management program. Supervisors and counselors must be committed to trying to change stressful conditions. The intra-department committee which worked on the conflict resolution program should continue to meet. This can serve as the voice of the agency. Committee composition could change periodically, so that all staff feel a part of the solution.

The Employee Assistance Program representatives should schedule individual conferences with staff members at the beginning of a school term. This may be difficult for a big school system, but short meetings could be scheduled. Each teacher needs to know that all teachers are seeing the representatives. Less stigma may be attached to seeking the services offered by the EAP.

The writer recommends that all schools offer a stress management program as part of their in-service programs. The local colleges are requiring students in the social science or "helping fields" to take a course in stress management. The danger of burnout stress syndrome is great among educators, social workers, child care providers, and law enforcement officers. The mandatory stress management course is applauded.

Dissemination

The writer has already begun disseminating the practicum. The writer presented an overview of the stress management program to the International Conference of Children with Behavioral Disorders in Dallas, TX. The program was well-received, and inquiries were made about the writer's conducting in-service training sessions to districts. The writer will explore presenting practicum highlights at national conferences such as the Correctional Education Association.

The writer plans to disseminate the practicum locally to the juvenile court judges and the agency's advisory board. The writer's director has asked that a condensed version of the program be presented to the staff of Juvenile Services. The writer also plans to submit an article about the practicum to the Journal of Correctional Education, Corrections Today, and other journals.

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Appendices

APPENDIX A

A SELF-DIAGNOSIS INSTRUMENT

ID #_____ A Self-Diagnosis Instrument

How often do you have any of the following? Please use the scale:

1	2	3	4	5	6	7
Never	Once in a great while	Rarely	Sometimes	Often	Usually	Always

____ 1. Being tired.

____ 2. Feeling depressed.

____ 3. Having a good day.

____ 4. Being physically exhausted.

____ 5. Being emotionally exhausted.

____ 6. Being happy.

____ 7. Being "wiped out."

____ 8. "Can't take it anymore."

____ 9. Being unhappy.

____ 10. Feeling run-down.

____ 11. Feeling trapped.

____ 12. Feeling worthless.

____ 13. Being weary.

____ 14. Being troubled.

____ 15. Feeling disillusioned and resentful.

____ 16. Being weak and susceptible to illness.

____ 17. Feeling hopeless.

____ 18. Feeling rejected.

____ 19. Feeling optimistic.

____ 20. Feeling energetic.

____ 21. Feeling anxious

Computation of Score: Add the values you wrote next to the following items: 1,2,4,5,7,8,10,11,12,13,14,15,16,17,18,21(A)___. Add the values you wrote next to the following items:3,6,19,20(B)___. Subtract (B) from 32(C)___. Add A and C(D)___. Divide D by 21____ for your burnout score.

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APPENDIX B

STRESS LEVEL INVENTORY

Identification #:_____ Stress Level Inventory

Read each of the following and rate the level of stress each causes by using numbers 1 through 5, with 1 standing for the lowest amount of stress to 5 standing for the highest:

____ 1. Having only one classroom door

____ 2. Having no radio/walkie talkie in classroom

____ 3. Having a small classroom

____ 4. Having very large students

____ 5. Knowing nothing about new students

____ 6. Knowing a lot about students

____ 7. Receiving students with wounds

____ 8. Receiving students from lockdown without knowing reason for lockdown.

____ 9. Dealing with students who curse, use foul language

____10. Having students fight in the classroom

____11. Being alone in the room with students

____12. Watching students move through the halls

____13. Learning about student offenses over tv

____14. Having students in class on morning of court when their revocation is anticipated.

____15. Having students in class on morning they are being sent to LTI

____16. Getting students who appear "high"

____17. Wondering if a student is suicidal

____18. Discovering teens from different gangs in same class/pod

Please add any other stressors related to working in a correctional facility.

Interpretation of Scores: Scores between 3 and 5 on items 2, 5, 7, 8, 9, 10, 11, 14, 15, 16, 17, and 18 were suggestive of extreme stress. All of these indicate conditions within the work setting for which changes can be made.

APPENDIX C

KNOWLEDGE OF EFFECTIVE STRESS MANAGEMENT SKILLS

Identification number: _____

Knowledge of Effective Stress Management Skills

Please list and describe things that you find successful in reducing or managing stress in any setting. These skills will be helpful to others, so do not be afraid to share them. Add others on the back of the sheet.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

4. _____

_____

_____

5. _____

_____

_____

6. _____

_____

_____

7. _____

_____

_____

8. _____

_____

_____

APPENDIX D

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Joan R. Francis, M.Ed.
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Agnes Fisher
Director

APPENDIX E

PRE/POSTTEST SCORES ON

THE SELF-DIAGNOSIS INSTRUMENT

Pre/Posttest Scores on Self-Diagnosis Instrument 11/94 & 10/95

1 Never	2 Once in while	3 Rarely	4 Sometimes	5 Often	6 Usually	7 Always

Item	Teacher ID#	10	15	20	25	30	(pre/post)
Being tired.		2/4	2/2	4/2	4/4	6/7	
Feeling depressed.		2/3	2/2	2/2	3/2	4/2	
Having a good day.		5/6	5/6	6/6	6/6	4/6	
Physically exhausted.		3/2	4/1	4/4	1/2	5/3	
Emotionally exhausted.		2/2	4/2	3/4	1/2	3/3	
Being happy.		5/6	4/6	6/5	6/6	6/1	
Being "wiped out."		2/2	3/2	4/1	1/1	3/2	
Can't take it anymore.		1/1	1/1	1/1	1/1	1/2	
Being unhappy.		2/1	4/2	2/2	1/2	2/2	
Feeling run-down.		3/1	3/1	4/3	2/3	5/4	
Feeling trapped.		1/1	2/1	1/1	1/1	2/2	
Feeling worthless.		1/1	2/1	1/1	1/1	1/1	
Being weary.		3/1	3/2	2/1	1/2	3/1	
Being troubled.		1/1	3/3	2/2	2/2	2/2	
Disillusioned.		2/1	2/2	1/1	1/1	2/1	
Weak, susceptible.		1/1	3/1	3/4	2/2	1/2	
Feeling hopeless.		1/1	2/1	2/1	1/1	1/1	
Feeling rejected.		3/1	3/1	1/1	1/1	2/1	
Feeling optimistic.		6/7	5/5	6/7	6/6	3/6	
Feeling energetic.		4/7	4/6	5/6	6/6	3/5	
Feeling anxious.		1/1	4/3	4/4	3/2	4/3	
Scores:	Pre	2.0	2.9	2.4	1.7	3.0	
	Post	1.5	1.8	2.0	1.8	2.3	

Pre/Posttest Scores on the Self-Diagnosis Instrument 11/94 & 10/95 Cont.

1 Never	2 Once in while	3 Rarely	4 Sometimes	5 Often	6 Usually	7 Always

Item	Teacher ID#	35	40	50	55 (Pre/Post)
Being tired.		4/2	4/4	3/4	6/4
Feeling depressed.		3/2	4/2	2/2	4/3
Having a good day.		7/6	5/4	5/5	2/6
Physically exhausted.		4/4	5/2	3/4	5/4
Emotionally exhausted.		1/4	4/3	2/4	3/3
Being happy.		5/5	4/5	6/6	4/6
Being "wiped out."		3/1	2/3	2/2	4/4
Can't take it anymore.		1/1	2/2	1/1	1/1
Being unhappy.		1/2	2/2	2/3	2/2
Feeling run-down.		4/2	2/2	2/2	5/4
Feeling trapped.		2/1	3/1	2/1	1/3
Feeling worthless.		1/1	3/1	1/1	1/1
Being weary.		3/2	2/2	2/4	4/3
Being troubled.		1/1	2/3	2/2	2/3
Disillusioned.		1/1	2/1	1/2	1/2
Weak, susceptible.		4/2	2/2	2/2	4/3
Feeling hopeless.		1/1	2/1	1/1	1/1
Feeling rejected.		1/1	2/1	1/2	4/2
Feeling optimistic.		6/4	2/6	4/6	4/5
Feeling energetic.		3/7	2/6	5/5	4/4
Feeling anxious.		3/2	2/3	2/3	2/2
Scores:	Pre	2.3	3.0	2.0	3.2
	Post	2.1	2.1	2.4	2.7

Note: No scores for #45 could be compared because of her departure.

APPENDIX F

PRE/POSTTEST RANKINGS ON STRESS LEVEL INVENTORY

Pre/Posttest Rankings on the Stress Level Inventory 11/94 & 10/95

Scale: 1 (lowest) to 5 (highest) (pre/post)

Item Teacher ID#	10	15	20	25	30
One classroom door	2/1	1/1	1/1	1/1	3/3
No radio in room	5/1	5/1	3/1	1/1	3/3
Small classroom	1/1	2/3	1/1	1/1	1/1
Large students	1/1	4/1	2/1	2/1	2/1
Knowing nothing of new students	1/1	1/4	3/4	2/2	3/5
Knowing much of new students	1/1	1/1	3/1	2/1	1/3
Students with wounds	2/1	1/3	5/5	2/2	5/5
Students from lockdown	2/1	1/3	3/3	2/2	5/5
Students'cursing	1/2	4/2	3/1	1/1	3/4
Student fights	1/1	4/4	4/4	2/2	5/4
Alone with students	1/1	1/1	1/1	1/1	1/1
Watching students walking in hall	1/1	3/3	1/1	1/1	1/1
TV news of students	1/1	1/1	2/2	2/1	1/3
Student revocations	5/1	5/4	4/3	3/1	5/5
LTI students	5/1	5/5	4/3	3/2	5/5
"High" students	5/2	5/4	4/3	1/2	5/5
Suicidal potential	4/2	4/2	3/2	3/2	5/5
Teen gangs	4/1	4/5	3/2	2/1	5/4
Scores: Pre	2.0	2.8	2.5	1.7	3.0
Post	1.2	2.6	2.0	1.3	3.2

Pre/Posttest Rankings on the Stress Level Inventory Cont.

Scale: 1 (lowest) to 5 (highest) (pre/post)

Item	Teacher ID# 35	40	50	55
One classroom door	2/1	1/2	4/1	2/2
No radio in room	3/1	2/1	2/1	1/2
Small classroom	2/1	1/1	1/1	2/2
Large students	1/1	3/3	2/2	3/2
Knowing nothing of new students	2/1	3/3	1/2	3/2
Knowing much of new students	2/1	1/1	1/1	1/2
Students with wounds	2/1	3/3	3/2	1/2
Students from lockdown	1/1	3/3	2/2	3/2
Students'cursing	2/1	3/3	3/2	4/2
Student fights	2/1	4/4	3/2	3/3
Alone with students	1/1	1/3	2/2	2/2
Watching students walking in hall	1/1	1/1	3/1	4/2
TV news of students	3/1	3/1	2/1	3/2
Student revocations	4/1	2/3	3/1	5/2
LTI students	4/1	3/3	4/1	5/2
"High" students	3/1	4/3	4/2	4/2
Suicidal potential	3/1	3/3	3/2	1/3
Teen gangs	3/1	2/4	2/2	5/2
Scores:	2.0	2.7	2.5	2.9
	1.0	2.5	1.6	2.1

Note: No scores for #45 could be compared because of her departure.

APPENDIX G

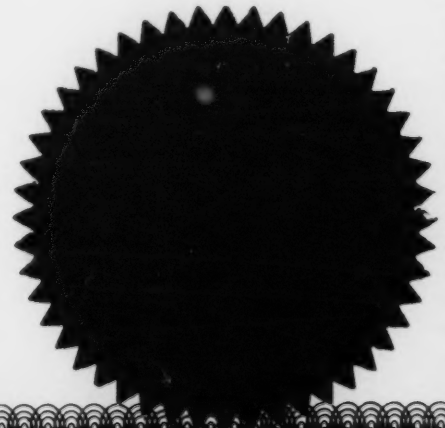
CERTIFICATE OF COMPLETION

CERTIFICATE OF COMPLETION

32-WEEK STRESS MANAGEMENT PROGRAM

RIVARDE TEACHER

OCTOBER 30, 1995



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